DOCUMENT RESUME

ED 097 621 88 CS 001 309

TITLE Prevention, Diagnosis of Reading Problems. Interim Evaluation Report, July 1, 1972-June 30, 1973.
INSTITUTION Independence School District 30, Mo.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.
BUREAU NO 35-72-0005
PUB DATE Sep 73
NOTE 43p.; Appendix A may reproduce poorly

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Early Childhood Education; Grade 1; *Inservice Teacher Education; Kindergarten; *Learning Modalities; Prereading Experience; Reading Development; *Reading Instruction; Reading Programs; *Reading Readiness; *Reading Skills
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The Independence (Missouri) School District Title III Project is an inservice program for kindergarten and first grade teachers. The overall objective is to train the teacher to identify the child who needs help in developing the modalities necessary for all learning and for learning to read in particular. In the first year program, 88 teachers serving 2,328 kindergarten and first grade students participated with 632 children identified as deficient in one or more of the 10 skill areas considered basic to reading. Teachers focused preventive and/or constructive procedures in only the area(s) identified as being deficient. Both background information concerning reading skill development and learning modality development and techniques of detection, prevention, and/or correction were provided the teachers in university classes, workshops, and through assistance from local educational consultants and university graduate assistants. End-of-the-year test results indicate that the goal of 60 percent growth was achieved in six of the basic prereading areas. A comparison of 1972 and 1973 kindergarten students showed an overall improvement in ability to cope with the formal reading skills introduced in the first grade. Overall teacher reaction to the program was favorable. (TO)

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# PREVENTION, DIAGNOSIS OF READING PROBLEMS

INTERIM EVALUATION REPORT
Project Number 35-72-05-0
July 1, 1972-June 30, 1973

INDEPENDENCE, SCHOOL DISTRICT #30
1231 South Windsor
Independence, Missouri
64055

September 1, 1973

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TITLE III, ESEA

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Introduction:

The Independence School District #30, Independence, Missouri Title III Project, Prevention, Diagnosis of Reading Problems, is an in-service program directed toward Kindergarten and First Grade teachers. The overall objective of the program is to train the teacher to identify the child who needs help in developing the modalities necessary to learning and to learning to read in particular. Development in ten identified skill areas of work is considered basic to reading. Our evaluation measures the growth of the children identified and worked with under said project and the gain the teacher felt she received as a result of the project.

II Objectives:

1. Objective for the University course Ed 498 Workshop in Prevention and Diagnosis of Reading Problems".

Objectives for the University course in prevention and Diagnosis of Reading Problems.

Objective - General

To deliver the basic information, concepts, principles and generalizations which encompass the area of prevention and diagnosis of reading problems of five, six, and seven year olds so that these learnings can be integrated with the content of the School District workshop sessions and subsequently implemented in the classroom of the teachers who are participants in the project.

Objectives - Specific

1. To develop the theory, review the research and demonstrate the principles and generalizations in teaching the following in the classroom:

   a. Perceptual Motor Integration
      1. Gross Motor Skills - reading related basis

      2. Fine Motor Skills - reading related basis

   B. Visual Discrimination - reading related basis

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c. Visual Memory - reading related basis

d. Auditory Discrimination - reading related basis

e. Auditory Blending/Sequencing - reading related basis

f. Auditory Memory - reading related basis

g. Comprehension - oral development

h. Language Concepts and Language Development

i. Social and Emotional Behavior - reading related basis

(The above objectives will be achieved through lectures, demonstration, audio-visual systems of presentation; and learning will be validated via examinations and/or projects over content presented.)

2. To enable teachers to develop their own plans for creating specific materials and activities to be used in the classroom in each of the ten areas listed above, these plans will be submitted, reviewed, revised and approved by the instructor of the course in cooperation with the School District workshop supervisors.

3. To develop an in-depth knowledge of the scope of the reading skills, the sequence for teaching them, and the level at which they should be taught.

   To acquaint the classroom teacher with many techniques of teaching the reading skills that will enable her to utilize a variety of methods and/or techniques to better meet the needs of the individual student.

Activities:

1. Fifteen two hour university class sessions directed by Dr. John K Sherk, Professor of Education, University of Missouri, Kansas City, designed to provide the teacher with a background of knowledge in the specific skill areas, their relationship to reading skill development, and techniques for detection, diagnosis and correction. Included

in the class sessions were lectures by visiting consultants:

Dr. Betty Overshiner - Child Development Center Children's Mercy Hospital
Dr. Glen McCray - Psychologist - Children's Mercy Hospital
Dr. Anna Heatherly - Consultant - Early Childhood Development - University of Arkansas, Little Rock, Arkansas
Dr. Robert Fairchild, M.D. Kansas City, Mo.
Dr. Veralee Hardin - Director of Child Development Center University of Missouri, Columbia Missouri

2. Six three hour workshops conducted by L E A consultants designed to:

a. provide reinforcement in methods and techniques,
b. provide ideas, time and material to construct exercises and manipulative devices for use in the classroom.

As a requirement of the class each teacher had to plan and construct an exercise or manipulative device for each area, that she would use in her classroom. Prior to each workshop, the plan and the device were handed in to Title III staff, and copies of the idea were reproduced on 5 by 8 cards. This meant that at the end of the course, each teacher had a card file of approximately 88 different ideas for each of the 10 areas or approximately 880 ideas. The games and devices were displayed at the workshops along with materials for construction.

c. provide a time for discussion, sharing and possible solutions for problems among the teachers themselves. We hope that our teachers will begin to identify themselves as a cadre of skilled, professional teachers.

3. Local educational consultants and graduate assistants

worked with classroom teacher in assisting identification of children and implementation of corrective practices within the classroom. As teachers became more proficient, video tapes were made of actual classes in session showing examples of classroom management and exemplary teaching. These will be used in future teacher training sessions and can be used for dissemination purposes.

Evaluation:

Eighty eight teachers participated in the course - eighty three public, five non-public. An evaluation questionaire was sent to each teacher. Results follow.

1. As a result of knowledge gained from the Title III project, I know more about the following: (Check one answer in each area of work)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a. | Gross Motor | 30% | 66% | 1.8% | 1.8% |
| b. | Fine Motor | 30% | 70% | | |
| c. | Auditory Discrimination | 47.3% | 51% | 1.7% | |
| d. | Auditory Blending | 37% | 50% | 11% | 2% |
| e. | Auditory Memory | 44.4% | 55.6% | | |
| f. | Visual Discrimination | 40% | 56.3% | 3.7% | |
| g. | Visual Memory | 41% | 59% | | |
| h. | Comprehension | 36.5% | 55.5% | 5.5% | 2.5% |
| i. | Language | 37% | 60% | 3% | |
| j. | Social & Emotional | 25% | 54% | 20% | 1% |

2. As a result of knowledge gained from the Title III project I am more knowledgeable about the relationship between the following and reading skill development;

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a. | Gross Motor | 33% | 51% | 13% | 3% |
| b. | Fine Motor | 34% | 53% | 10% | 3% |
| c. | Auditory Discrimination | 55% | 43% | 2% | |

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| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| d. Auditory Blending & Sequencing | 45% | 51% | 4% | |
| e. Auditory Memory | 53% | 45% | 2% | |
| f. Visual Discrimination | 51% | 45% | 4% | |
| g. Visual Memory | 55% | 45% | | |
| h. Comprehension | 40% | 58% | 2% | |
| i. Language | 47% | 50% | 3% | |
| j. Social & Emotional | 28% | 66.3% | 5.7% | |

3. As a result of knowledge gained from the Title III project I can better identify the child within the area of: (Check one answer for each area of work)

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Gross Motor | 40% | 51% | 7.5% | 1.5% |
| b. Fine Motor | 43.3% | 51% | 5.7% | |
| c. Auditory Discrimination | 50% | 47% | 3 | |
| d. Auditory Blending | 37% | 53.7% | 7.4% | 1.9% |
| e. Auditory Memory | 44.4% | 53.7% | 1.9% | |
| f. Visual Discrimination | 51% | 45.5% | 1.8% | .7% |
| g. Visual Memory | 51% | 45.5% | 3.5% | |
| h. Comprehension | 44.4% | 50% | 3.7% | 1.9% |
| i. Language | 40% | 55% | 5% | |
| j. Social & Emotional | 34% | 41% | 21% | 4% |

4. As a result of knowledge gained from the Title III project, I am better equipped to apply corrective techniques for development of skill in the following areas:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Gross Motor | 47% | 51% | 2% | |
| b. Fine Motor | 50% | 46.4% | 3.6% | |
| c. Auditory Discrimination | 50% | 48% | 2% | |
| d. Auditory Blending | 39% | 51.8% | 9.2% | |
| e. Auditory Memory | 48% | 51% | 1% | |
| f. Visual Discrimination | 50% | 48% | 2% | |
| g. Visual Memory | 50% | 48% | 2% | |
| h. Comprehension | 45% | 50% | 5% | |
| i. Language | 43% | 52% | 5% | |

5. As a result of Title III, I am better able to identify the child with social and emotional problems.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| 18 | 58 | 24 | |

6. As a result of the Title III project I am better able to accept the behavior of the child having social and emotional problems.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| 27.42 | 50 | 22.12 | |

7. As a result of the Title III project, I am better able to help the child having social and emotional problems. (Check one answer)

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| 29.34 | 39.4 | 31.26 | |
| 29.34 | 39.4 | | |

8. As a result of the Title III project, I am better able to (Check one)

   A. Discuss my students strengths and weaknesses with parents;

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| 45.15 | 43.21 | 11.17 | |

   B. Offer suggestions to the parent that will help the student in areas of deficiency:

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| 48.54 | 51.46 | | |

9. Rank the parts of the program in the order of the value that they were to you.

| | |
|---|---|
| Classes | 1 |
| Workshops | 1 |
| Visiting Consultants | 2 |
| Classroom Assistants | 3 |

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10. The materials in the workshops were

90.6% Adequate 9.4% inadequate

11. As a result of using the informal surveys, were you better able to identify weaknesses you might not have identified otherwise?

91% yes 9% No

12. A. Do you feel that the children in your room who were involved have benefited from this program to a degree that they would not have without the program?

84.3% yes 15.7% no

B. In what areas do you feel more thorough information needs to be presented?

| | |
|---|---|
| Gross Motor | 2.1% |
| Fine Motor | 4.2% |
| Auditory Discrimination | 10% |
| Auditory Blending and Sequencing | 20% |
| Auditory Memory | 6.3% |
| Visual Discrimination | 4.2% |
| Visual Memory | 4.2% |
| Comprehension | 15% |
| Language | 13% |
| Social and Emotional | 20% |

Comments

The greater percentage of the teachers felt that they gained in knowledge of the specific skill areas, in techniques of detection, and are better equipped to apply corrective procedures. Social and emotional behavior was identified as an area of relative deficiency,especially in techniques of coping with social and emotional maladjustment The teachers responded almost unanimously that as a result of T- III they felt better able to discuss chilfren s problems with parents, and to offer constructive suggestions tc parents so that they might help their children.

The teachers ranked the University classes and the workshop

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as their most valuable sources of information and assistance.

They felt that their children had benefited from the program to a degree that they would not have benefited without the program. Ninety-one percent of the teachers felt that the informal survey had helped them identify children that might not have been identified otherwise.

Teacher and Principal Comments

The program was of greatest benefit to the beginning teacher since it literally guided her through child behavior, classroom management, and pre and beginning reading skills. However comments from those that had been in the profession a number of years indicated that the program has caused them to re-examine their thinking concerning children and how they learn. They were excited about the new ideas and techniques that evolved from the classes and workshops. As one seasoned teacher said, I've always done these things, but now I know what it's all about .

The following are teachers and principals comments about the program:

"I think it (T-3) will be of more benefit to me next year as I have a better sense of direction now.

"I felt the program was excellent. I feel I could have used more of the material presented and hope to next year.

"I benefited greatly from the professional talks. I am getting my degree in reading and the information gained so far has been reinforced.

"I felt very frustrated in trying to test students and helping those with cited problems. The classroom teacher needs more time and assistance with this type of a program. I also suggest that the tests be more sophisticated in spotting specific problems.

"I felt the program was beneficial to me, particularly the workshops. There was more theory that practical help in the classes.

"As a Kindergarten teacher, I had not worked with my children

individually or in small groups. I used the unit method to teach but we all worked on that particular unit. The latter part of this year, I began grouping my children according to needs. I established many interest centers. While still using the unit method, I taught specific pre-reading skills with specific purposes in mind. I can certainly see the results of the program in my Metropolitan Test scores. My children are more test wise , and more able to work independently and follow directions.

"I feel it is a very beneficial program for the chilfren of this school system. However, I do not feel that teachers should have to continue this time consuming project of pre and post testing and keeping records without time made available to them (not including regular planning time) or financial remuneration for time and effort spent. It appears that the bulk of the childs educational success fall on the shoulders of early primary teachers yet no one seems willing to give credit where it is due by helping these teachers with projects such as these. Wouldn't paid aides be available for projects such as these under pending H.B. 474? This at least would give assistance to those of us who desire to do this project but see the injustice done primary teachers by demanding so much more from them yet not giving any to help the teacher in any way.

"I think it is great! This was really an opportunity of a life time to get this information free of cost, and I feel I really benefited from the experience. The workshops were especially helpful. It was good to have the time to make the things that I need but never can find the time to get made. Sorry I can't be in this program again next year

"I sincerely appreciate the fact that I was given the opportunity to participate in the program. I also greatly appreciate all the time and effort you, the Title III staff, put into Title III."

I feel that there isn;t enough time in the day to give all the special help the children need. I wish there were some way to work on a more individualized basis. The program has really given me a better outlook on what is needed and how to put it together.

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"I felt all areas were pretty well covered but one needs new ideas that could be helpful in all areas and especially in Social and Emotional Behavior. I enjoyed the project and felt my time was well spent."

"My only criticism of the classes was that the classes forced me to focus my attention on a new area before I was ready to leave the current one. I recognize this was necessary to complete the class work and would expect this not to be a problem ordinarily in the school room regularly. With the areas covered now each child could be given the attention at the point of need."

"There was not enough time to put into use all of the ideas. The card file is most helpful but I feel we definitely need a teachers aide to put all of these techniques to use. Volunteer help is almost necessary.

I found the information gained from the Title III project most helpful to me during parent conferences. I was able to discuss a child's specific problems and specific needs. I found myself referring to our project during almost every conference.

Principal's Comments

The teachers feel the program has been helpful. They feel more confident; they feel they can do a better job next year. I think most enlightening to me was that the teachers felt excited about the program even though the classes, workshops, testing, etc. lasted for most of the year.

"I see teachers doing things, ideas they have gotten from the program, into action in the class room."

"I have heard nothing but praise from my teachers. The ideas were presented so that they could go right back to the classroom and put them to use with a specific child, with a specific problem."

"Many of my second grade teachers copied ideas from the card file for their own use."

"....most importantly, it caused teachers to take a critical look at individual children."

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"....mainly, teachers are more aware of different types of problems that show up. My kindergarten teacher made copies of suitable activity cards and gave them to parents so they might help their children."

"The project has been helpful in conferences with parents.

"All students benefited but most especially, those identified ...."

"Title III has had a very positive influence."

"My P T A Executive Board Meeting discussed Title III. These people felt very positive about the program; the parents felt like we were trying to do something."

"Title III is a very fine program. It has been very helpful to our kindergarten and first grade teachers. I wish it could be extended to include second and third grade teachers."

"It was a much needed program. I could see the results in the teachers. I was impressed with the classes I attended."

2. Objective for Specific Skill Areas of Learning

We propose that approximately 10% or 120 kindergarten children and approximately 10% or 130 first grade children (identified as being deficient) will improve in specific skill areas, an average of 60% as measured by an individual rating scale with ratings made at the beginning and end of the academic year. This growth will be as a result of kindergarten and first grade teacher participation in specially designed and conducted university classes, workshops designed to follow up and implement information and procedures presented in the university classes and participation in the evaluation of the application of techniques within the classroom, assisted by university graduate assistants and L.E.A. consultants.

Overall 2,066 "surveys" were administered (by staff and/or teachers) to 740 children. (Not all children were tested in all areas) Teacher judgement and observation was the basis of identification for administration of all tests (surveys). During the course of the school year many children identified as having problems were "tested" and teachers worked to alleviate those problems. However due to moving or child-

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hood diseases at the time of the post-test period several children in each elementary building did not have a post-test administered and are not documented in our evaluation.

Skill Areas:

1. Gross Motor Skills:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in gross motor skills will improve an average of 60% as measured by an individual rating scale, during the school year.

Activities:

A. University class conducted by Dr John Sherk, University of Missouri, Kansas City identifying gross motor skills, stage of development expected in 5, 6, and 7 year olds, techniques and methods to be used in identification and correction for the child needing help to develop proper gross motor skills and discussion of relationship of skill area to reading.

B. Demonstration of use of balance beams, of standard physical education equipment, bean bags, and rhythm games in developing static and dynamic balance, effective use of body parts to maintain balance, spatial concepts, visual motor ability and visual motor coordination, by L.E.A. Physical Education consultant and P.E. teachers.

C. Lecture session oh methods and techniques in developing gross motor skills and reading relatedness by Dr Anna Heatherly, University of Arkansas, Little Rock, Arkansas.

D. Workshop conducted by L.E.A. consultants in which teachers made manipulative items to be used in classrooms and discussed and exchanged ideas and techniques to develop gross motor skills.

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Examples:

Lock and Key Board to develop eye hand co-ordination, 12 by 12 vinyl tiles bearing alphabet letters to aid children in developing motor skill and to learn sound symbol relation-ships, oilcloth grids - bean bags for targeting used to develop eye hand coordination, laterality and directionality.

E. Classroom conferences by graduate assistants and L.E.A. consultants. This fostered discussion and evaluation of methods and techniques, of children and problems, which aided teachers in identifying and correcting children's problems.

Evaluation:

Evaluation was by pre-post "Gross Motor Check List 231 children received both pre and post survey.

Average amount of gain was 51%.

Comments:

Although this skill area ranked 10th in amount of gain for all skill areas we feel 51% gain to be substantial growth. Interest evidenced by our physical education teachers in requesting copies of the evaluation check list and observed incidental learning that took place, such as teaching children to follow directions, unmeasured by our surveys, observance of teachers use of recess, P.E. and class time to develop gross motor skills is evidence of considered progress in the skill area.

2. Fine Motor Skills:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in fine motor skills will improve an average of 60%, as measured by an individual rating scale, during the school year.

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Activities:

A. University class conducted by Dr John Sherk, University of Missouri, Kansas City, identifying fine motor skills, stage of development and expected ability of 5, 6, and 7 year olds. Lecture sessions and discussion covered relatedness of fine motor skills to reading, methods and techniques to be used to develop acceptable fine motor skills, and commercial materials available for correction of the problem.

B. Demonstration and discussion of art processes and materials by L.E.A. Art Consultant, Mr Louis Braley, for development of fine motor skills. (Example: Manipulation of clay and use of scissors to develop muscles used in writing process and cutting)

C. Workshop conducted by L.E.A. consultants in which manipulative devices were constructed, ideas were exchanged.

D. L. E. A. consultants and graduate assistants went into the classroom to help the teacher by discussion and evaluation of children and of methods and techniques, related to development of fine motor skills.

Evaluation:

Evaluation was by administration of pre-post Fine Motor Survey. Two hundred forty children were administered pre-post survey.

Average amount of gain was 55.8%.

Comments:

Fine Motor skills ranked 9th in percentage of gain. As in Gross Motor Skills the percentage of gain, while less than 60% proposed, shows evidence of substantial growth. We found that while some children could do the survey they had problems writing on the line of writing and forming letters.

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And that others had no problems in actual writing but had problems in completing the survey. This has resulted in revision of the survey for purposes of better identifying the problem area youngster. We feel findings on this survey indicative of needed training of teachers to determine whether problems in this area are due to motor problems or perception problems.

3. Visual Discrimination:

Objectives:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in visual discrimination skills will improve an average of 60%, as measured by an individual rating scale, during the school year.

Activities:

A. University classes conducted by Dr John Sherk, University of Missouri, Kansas City, provided the teacher with background knowledge as to what is meant by visual discrimination, the pertinence of visual discrimination ability to the reading process, how to identify the problem child, and how to aid the development of visual discrimination ability in the classroom.

B. Workshop session (a combined workshop over visual skills was held) in which L.E.A. consultants discussed methods and techniques, observable behavior of child having visual discrimination problems, and in which teachers constructed manipulative items to be used in developing visual discrimination skills.

Examples: Laminated work boards in which child matched, colors, shapes, letters, words.
Laminated puzzles for matching like letter clusters, like designs
Art foam letters to enable child to feel the shape of letter as aid to discrimination.

C. L. E. A. Consultants and graduate assistants visited each classroom each week to aid teacher in

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identification of problem children in this skill area, to evaluate methods and techniques, and to suggest additional measures to aid in child's development.

Evaluation:

One hundred and fifty six children were administered the pre-post Visual Discrimination survey.

Average amounts of gain was 74.9%.

Comments:

The greatest amount of gain of the 10 skill areas was found to be in the area of visual discrimination. It ranked first in average gain. We feel our survey did identify the child having severe visual discrimination problems. We recommend revision of the survey however, for purpose of refining our screening device. The ability to visually discriminate is prerequisite to the reading process. If we refine and add to the survey we will better screen out the child having a developmental lag in the area of visual discrimination.

4. Visual Memory:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in visual memory skills will improve an average of 60% as measured by an individual rating scale, during the school year.

A. A University class conducted by Dr John Sherk, University of Missouri, Kansas City related to visual memory provided the teacher with background information, identification skill, and corrective methods and techniques to be used to aid the child needing developmental help in the area of visual memory. The direct relationship between visual memory and reading was discussed.

B. Workshop conducted by L.E.A. Staff in which small

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group discussions took place and in which materials and devices to be used as an aid in the classroom for development of visual skills were constructed.

Example:

Ideas were exchanged for classroom games that would aid visual memory.
Identical pictures, one with missing parts, were laminated for use as an aid to help the child remember what he had seen.
Designs for peg boards were developed.

C. L. E. A. consultants and graduate assistants visited each classroom to aid in evaluating methods, to observe pupil reaction, to help the teacher with planning and to work with the student.

Evaluation:

Evaluation was by pre-post Visual Memory Survey. One hundred seventy four children were administered both pre and post survey. Average amount of gain was 64.8%. Visual Memory ranked third in percentage of gain.

Comments:

The ability to recall letters within a word and/or words in sequesce is one of the most important skill prerequisites to learning to read. We feel that since only 184 children were screened as having problems in this area while our pre-project survey indicated this to be one of our weakest areas, that our survey is not screening the child needing help. We are therefore revising our visual memory survey to hopefully more adequately identify the child needing help in development of visual memory skills.

5. Auditory Discrimination:

Objective;

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in auditory discrimination skills will improve on

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average of 60%, as measured by an individual rating scale during the school year.

Activities:

A. University classes conducted by Dr John Sherk, University of Missouri, Kansas City in which the teachers were taught what auditory discrimination is, how it is related to the reading process, how to identify the problem child and how to help this child develop auditory discrimination skills.

B. Lecture and discussion by L E A music consultant, Miss Aleta Runkle, in which she discussed and demonstrated use of and teaching of music as an aid to the development of auditory discrimination skills.

C. Workshop conducted by L.E.A. consultants in which ideas for development of auditory discrimination skills were developed and constructed.

Examples:

Sets of sound boxes (having like levels of materials) were made for auditory matching.
Rhyming boxes, where child matched pictures that rhymed, were made.
Lacing cards for child to lace sounds that matched were made.

D. L. E. A. consultants and graduate assistants worked in each classroom aiding the teacher with testing, evaluation of methods and techniques, and suggesting corrective measures that would develop auditory discrimination skills.

Evaluation:

Two hundred forty four children were administered pre-post auditory discrimination surveys.

Average amount of gain was 61.8%.

Auditory Discrimination ranked 5th in percentage of gain.

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6. Auditory Blending and Sequencing:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in auditory blending and sequencing skills will improve 60% as measured by an individual rating scale, during the school year.

Activities:

A. University classes were conducted by Dr. John Sherk, University of Missouri, Kansas City in which teachers were made cognizant of the auditory blending - sequencing skill and of its reading relatedness, of characteristics of the child having a problem in this skill area and of methods and techniques for development and/or correction of auditory deficiencies.

B. A lecture session was conducted by Dr Veralee Hardin, Director of Early Childhood Development Center, University of Missouri at Columbia. The session covered the auditory modality and techniques and methods to be used to develop it.

C. Workshop conducted by L.E.A. consultants in which ideas for development of auditory blending and sequencing skills were exchanged and manipulative items and aids to instruction were constructed.

D. Classroom assistance for each teacher to aid her in evaluation of methods and materials, in planning and management, in identification and correction development of auditory blending - sequencing skills was given by L. E. A. consultants and graduate assistants.

Evaluation:

Three hundred nineteen pre-post Auditory Blending-Sequencing surveys were administered.

Average amount of gain was 61%.

This skill ranked 6th in amount of gain.

Comments;

Our teachers feel most inadequate in this skill area and the greatest number of children were identified as having problems in this area. Because of the fact teachers lack skill and knowledge in this area, our children are deficient in this skill. Auditory blending and sequencing skill is basic to the reading process. The fact that teachers voiced feelings of inadequacy in this area and the fact that, after training and work, 20% of our teachers still feel a need for further work in this skill (see questionaire) would indicate a weakness in our reading program and/or teacher training of which to take note.

7. Auditory Memory:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children who are deficient in auditory memory will improve an average of 60%, as measured by an individual rating scale, during the school year.

Activities:

A. University class conducted by Dr John Sherk, University of Missouri, Kansas City defined auditory memory, related this skill to the reading process, created a background of knowledge concerning the skill discussed stage of development expected in the 5, 6, and 7 year old, discussed observable characteristics of problem child in this area, and discussed developmental and corrective techniques to be used in the classroom.

B. Workshop, conducted by L.E.A. consultants was held in which ideas for helping children deficient in auditory memory skills were exchanged, methods and techniques were discussed, manipulative items as an aid to teaching were constructed.

Examples:

Ideas for developing ability to remember what has been heard were exchanged such as using oral instruction in developing memory ability.
Use of tape recorder, of environmental surroundings, and of oral story telling to develop memory ability.

C. In their presentation to the teachers Dr Veralee Hardin, University of Missouri at Columbia, discussed all auditory problems, Miss Aleta Runkle, L.E.A. music consultant discussed use of music and teaching of music to develop all auditory skills.

D. Graduate assistants and L.E.A. consultants visited each classroom for purpose of helping the teacher with planning, with selecting method or technique that would help the child deficient in auditory memory skills, and to observe child's reaction to the teaching technique.

Evaluation:

One hundred eighty one children received the pre-post auditory memory survey.

Average amount of gain was 56.5%.

This skill ranked 7th in amount of gain.

Comments:

Auditory Memory skill, the ability to reauditorize within the mind that which is heard, is again, necessary to the reading process. L.E.A. consultants and the teachers feel the survey while identifying the child who had severe problems may not have identified the child needing developmental aid. We are revising the survey for the purpose of creating a better screening device. Because of the importance of this skill in reading we will ask Dr Nichols, Central Missouri State University, to review the area and teaching techniques in workshop session.

8. Comprehension

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children deficient in comprehension skills will improve an average of 60%, as measured by an individual rating scale, during the school year.

Activities:

A. University classes conducted by Dr John Sherk, Universidy of Missouri, Kansas City, established background information for teaching of comprehension skills. Development of adequate attention span, requisite to comprehension, and types and methods of questioning was discussed; as was methods and techniques for correcting and/or developing comprehension skills.

B. A workshop was conducted by L.E.A. consultants for exchange of ideas, for discussion and evaluation of methods and techniques, and for construction of manipulative materials to be used in the classroom.

Examples:

Contraction Board - to develop understanding and use of contractions.
Classifying Game - matching of related pictures.
Word Opposite Cards - to develop concepts of opposite and differential in words.
Sentence Sense - phrases on sentence stripe that child uses to create a sentence to ask or tell something.
Big and Little Game - to develop concept of terms big and little.

C. Graduate assistants and L.E.A. consultants visited each classroom to observe and evaluate children's reaction to methods and techniques, to aid teachers in identification and correction/development of comprehension skills and to aid with classroom management.

Evaluation:

Evaluation was by administration of pre-post Comprehension Survey. One hundred eighty five children were identified as needing help.

Average amount of gain was 66.1%.

Comprehension ranked 2nd in amount of gain for the ten skill areas.

9. Language Development:

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children deficient in language development will improve an average of 60% as measured by an individual rating scale, during the school year.

Activities:

A. University classes conducted by Dr. John Sherk, University of Missouri, Kansas City, established stage of development normal for 5, 6, and 7 year olds. Discussions covering methods and techniques for language development, identification of the child having problems, and pertinence of language development to the reading process were held.

B. Workshop session conducted by L.E.A. consultants covered exchange of ideas for language development, evaluation of methods and techniques tried in the classroom, and construction of manipulative materials to be used in the classroom as an aid to language development.

Examples:

Manipulative materials to develop spatial concepts.
Secret Sack - child describes articles in sack and others determine contents - this develops language usage and language ability.
Film Theaters and Puppets - used in role playing for language development and development of communication skills.

Show and tell Question time - Children question child with article to show to determine identity of article. Develops child language ability and comprehension ability.

C. Graduate assistants and L.E.A. consultants visited classrooms to aid teachers in evaluating methods and techniques, in planning for children, and in classroom management.

Evaluation:

Evaluation was by pre-post Language Development Survey One hundred and fifty two children were administered the pre-post survey.

Average amount of gain was 63.8%

Language Development ranked 4th in amount of gain for the ten areas of skill development.

Comments:

Since a child learns to read words only if these words are a part of his vocabulary and he can understand them, language development and comprehension or understanding of the language developed is again prerequisite to the skill of reading. Our surveys measured satisfactory growth. We feel, however, that not only the children identified as having problems gained but all other children gained also as a result of a more knowledgeable teacher doing the teaching.

10. Social and Emotional Development

Objective:

Approximately 10% or 120 kindergarten and 10% or 130 first grade children deficient in social and/or emotional development will improve an average of 60% as measured by an individual rating scale, during the school year.

Activities:

A. University classes conducted by Dr. John Sherk, University of Missouri, Kansas City, covered normal expectancy in social and emotional development of the 5, 6, and 7 year old.

B. Lecture - Discussion sessions (2) conducted by Dr Betty Overshiner, Special Education Division, Children's Mercy Hospital, Kansas City, Missouri covering definition of terms, techniques and methods for behavior modification, characteristics of normal and abnormal social and emotional behavior, and classroom structure to aid problem child.

Lecture - Discussion session conducted by Dr Glen McCray, Psychiatrist, Children's Mercy Hospital, Kansas City, Missouri covering stages of development, related to social and emotional behavior, from childs birth to school age, the necessity of determining actual stage of development and importance of beginning development at stage of "need".

Lecture - Discussion Session conducted by Dr Robert Fairchild, M.D., Children's Mercy Hospital consultant, discussed the abnormally developed child, use of drugs for purpose of controlling behavior, behavorial characteristics doctor looks for in child, the methods used by physicians for treatment, and referral practices in our area.

C. Workshop session for small group discussion and evaluation of methods and techniques was conducted by L.E.A. consultants.

Evaluation:

Evaluation was by Social and Emotional Development checklist based on teacher observation.

One hundred eighty four children were identified as needing developmental/corrective help.

Average gain was 57.5%.

Social and Emotional Development ranked 7th in amount of gain for the ten skill areas.

Comments:

Social or emotional maladjustment is a deterent to the learning process. It follows, that if he is to learn, a child's social or emotional problems must be recognized and dealt with. That a measure of success was attained is apparent from survey statistics and from teacher opinion (see questionaire).
Additional work and training is needed, at the instructional level.

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EVALUATION 1972-73

Test Results

While we expected all kindergarten and first grade children to benefit from the program, we proposed that the emphasis of the study be focused on those children identified as being deficient in one or more of the ten areas. Two thousand sixty-six individual informal surveys were administered with the child's ranking entered on his individual rating scale. At the end of the year, the amount of growth was tabulated to determine the average percent of gain in each of the skill areas. Table I shows the skill areas ranked from the area of greatest gain to the area with the least amount of gain, the number of children who were the focus of study in that area, and the average percent of gain of children who were the focus of special techniques in each area.

It should be noted that some children were found to be deficient in all areas, but for the most part a child might be deficient in visual discrimination and visual memory and perfectly normal in other areas. The child was worked with only in the area in which he was found to be deficient.

Table I

| Area | No. of Children | Average % of gain |
|---|---|---|
| Visual Discrimination | 156 | 74.9 |
| Comprehension | 185 | 66.1 |
| Visual Memory | 174 | 64.8 |
| Language Development | 152 | 63.8 |
| Auditory Discrimination | 244 | 61.8 |
| Auditory Blending | 319 | 61. |
| Social and Emotional | 184 | 57.5 |
| Auditory Memory | 181 | 56.5 |
| Fine Motor Skill | 240 | 55.8 |
| Gross Motor Skills | 231 | 51. |

"Percent of gain" is defined as the amount of gain actually achieved by the child compared to the amount he could have gained.

Table I shows an average gain of 60% or more in the first six areas which are closely related to reading skill development. The least amount of gain is in the motor skills which are not so closely related to actual reading, but are related to the development of laterality and directionality. The average gain for the 10 areas is 61%.

Table II indicates child growth based on the data from the pre and post rating scales. Column I indicates the percentage of children who made the indicated gain; column II is the number of children, and column III indicates the growth indicated on the rating scale. It should be kept in mind that some of these students were deficient in most or all areas, and some in only one or two areas. It was noted that the less the areas of deficiency, the greater the gain. This is to be expected because the child benefited from the concentration of techniques in his area of deficiency, and because the stronger child tends to make more progress. The child who is weak in all areas will make less progress percent wise because he has so many areas of deficiency to overcome.

Table II

| N = 632<br>Percentage | N | Percent of growth on Rating Scale |
|---|---|---|
| 23.9 | 151 | 91-100 |
| 4.2 | 27 | 81- 90 |
| 11.5 | 73 | 71- 80 |
| 11.2 | 81 | 61- 70 |
| 5.5 | 35 | 51- 60 |
| 19.3 | 122 | 41- 50 |
| 6.8 | 43 | 31- 40 |
| 6.17 | 39 | 21- 30 |
| 3.3 | 21 | 11- 20 |
| 6.3 | 40 | 0- 10 |

Table III is a comparison of the ranking of kindergarten students who took the Metropolitan Readiness Test in May, 1972, and those students who took the test in May, 1973. There was no attempt to match the students in any way. The only common factor was that the children came from the same area and attended the same schools. The same schools that gave the Metropolitan tests in 1972 also gave the tests in 1973. These schools are representative of the various economic areas of the district and represent a significant sampling of the students.

The rankings according to Metropolitan norms are defined as follows:

| *Letter rating | Readiness Status | Significance |
|---|---|---|
| A | Superior | Apparently very well prepared for first grade work. Should be given opportunity for enriched work in line with abilities indicated. |

| *Letter rating | Readiness Status | Significance |
|---|---|---|
| B | High Normal | Good prospects for success in first grade work provided other indications such as health, emotional factors, etc., are consistent. |
| C | Average | Likely to succeed in first grade work. Careful study should be made of specific strengths and weaknesses of pupils in this group and their instruction planned accordingly. |
| D | Low Normal | Likely to have difficulty in first grade work. Should be assigned to slow section and given more individualized help. |
| **E | Low | Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential. |

*Data from manual of directions, Metropolitan Readiness Tests, p. 11.

**These levels are set up in terms of standard deviation distances. B, C, and D are each 1.0 S.D. in width. A and E are the extremes beyond 1.5 S.D. above and below the mean, respectively. Level A includes the top 7 percent of the standardization group; level B the next 24 percent; level C the middle 38 percent; level D the next 24 percent; and level E the lowest 7 percent. (Metropolitan Manual, p. 11)

Table III

Metropolitan Readiness Tests
Comparison of Ranking: May, 1972 - May, 1973

| Ranking | 1972 N - 687 N | Percentage | 1973 N - 795 N | Percentage | (+) or (-) |
|---|---|---|---|---|---|
| | 152 | 22 | 239 | 30 | +8 |
| | 194 | 28 | 247 | 31 | +3 |
| | 213 | 31 | 183 | 23 | -8 |
| | 78 | 11 | 68 | 8.5 | -2.5 |
| | 19 | 2.7 | 15 | 1.8 | - .9 |

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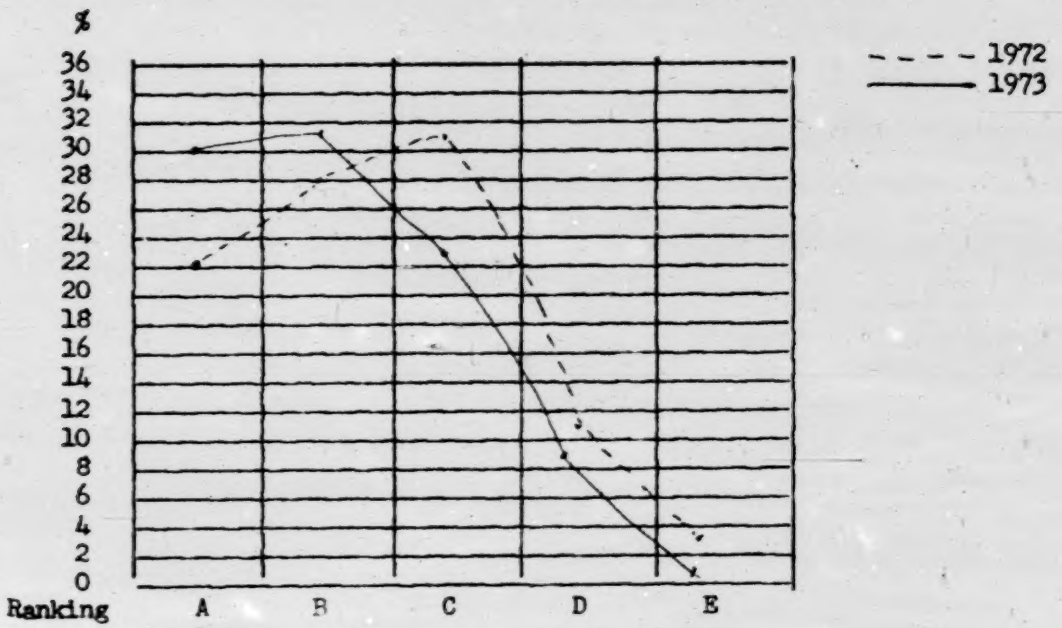
Figure 3

Graph Showing Comparison of
Kindergarten Ranking - May, 1972 - May, 1973




The table and the graph show a greater percentage of the 1973 students ranking in the Superior and High Normal areas, with a diminishing percentage ranking in the Average and Low Normal areas. This would indicate that a greater number of our kindergarten students were ready for the complexities of formal reading instruction encountered in the first grade.

Our first indication of this trend came from the teachers themselves who called us to tell us of the trends they were seeing. Some teachers commented that this was the first year that they had not had any children rank in the D and E categories. Careful questioning of the teachers about the makeup of their classes revealed that they felt they were pretty well balanced in ability and number. One teacher commented that if anything, her class in the 1972 year had been better, yet this was the first year in several years of teaching kindergarten that she had not had any children in the D and E categories, and only 2 in the C category. When asked what she thought made the difference, she replied that the classes made her more aware of the different areas, and more aware of areas of weakness in an individual child; that the informal surveys helped her to see a pattern of strength and weakness in a child and she began to concentrate her teaching of that child in those areas. She went on to note that in previous years she had required assistance in handling the children when

giving the Metropolitan. She said that this year the children were used to marking the little informal survey sheets and following directions that they said, 'Oh, we know how to do this," and zipped right through the test without confusion and/or losing their place.

Teacher Evaluation

Since the classroom teacher is a key factor in this program, it was imperative that we get some form of evaluation of what teachers felt they had learned, and some reaction to the program other than comversation. A teacher evaluation form was sent to all teachers participating in the program. The complete text and data can be found in Appendix A. The greater percentage of the teachers felt that they had gained in knowledge of the specific skill areas, in techniques of detection, and are better equipped to apply corrective procedures. Social and emotional behavior was identified as a area of relative deficiency, especially in techniques of coping with social and emotional maladjustment. The teachers responded (almost unanimously) that as a result of T-3 they felt better able to discuss children's problems with parents, and to offer constructive suppestions to parents so that they might help their children.

The teachers ranked the University classes and the workshops as their most valuable sources of information and assistance.

They felt that their children had benefited from the program to a degree that they would not have benefited without the program. Ninety-one percent of the teachers felt that the informal surveys had helped them identify children that might not have been identified otherwise.

Teacher Comments

The program was of greatest benefit to the beginning teacher since it literally guided her through child behavior, classroom management, and pre and beginning reading skills. However, comments from those that had been in the profession a number of years indicated that the program has caused them to re-examine their thinking concerning children and how they learn. They were excited about the new ideas and techniques that evolved from the classes and workshops. As one seasoned teacher said, "I've always done these things, but now I know what its all about."

## SUMMARY AND CONCLUSION

### Summary

The purpose of this Title III project is to raise and reinforce the reading skill abilities of our students. The nature of this project is that of building a firm foundation of reading skill development at the earliest possible stages, in this instance, in kindergarten and first grade. We propose to do this by implementing a continuous in-service education program for kindergarten and first grade teachers. This program will provide these teachers with a background of knowledge in development of the various learning modalities in children, the problems that may arise from an impairment or maturational lag in modality development, and in the sequential development of reading skills. Our rationale for this procedure is two-fold. First, the teacher is the key to any measure of success in reading skill development and, as such, must be knowledgeable and skilled. It is the teacher's task to suit the method to the primary learning modality of each child. Second, the earlier the identification of a possible potential problem, the greater the chance for prevention and or correction.

We projected a 60% growth in each of the 10 basic pre-reading areas defined in the body of the text. Measurement of growth was by means of a rating scale and based on pre and post informal surveys in each of the 10 areas administered at the beginning and end of the academic year.

Eighty-eight public and non-public school teachers serving 2328 kindergarten and first grade students participated in the first year program. Two thousand sixty-six (2066) pre and post informal surveys were administered to 632 children identifying weakness(es) in the ten basic areas. Teachers focused preventive and/or corrective procedures in only the area(s) identified as being deficient. Background information concerning reading skill development and learning modality development, techniques of detection, prevention and/or correction were provided the teacher in the nature of university classes, workshops, and assistance from local educational consultants and university graduate assistants.

End-of-the-year test results indicate that the goal of 60% growth was achieved in 6 of the basicpre-reading areas, with an average of 50%+ gain in 4 of the areas as measured on a rating scale. A comparison of rankings achieved on the Metropolitan Readiness Tests, between 1972 kindergarten students and 1973 kindergarten students indicates that the 1973 kindergarten students showed an overall improvement in ability to cope with the formal reading skills introduced in the first grade.

The overall impression of teacher reaction to the program is favorable. Teachers expressed an appreciation for the opportunity to learn more about how they might better teach these children. A criticism of the program was the time required on the part of teachers in testing and recording the data.

## Conclusion

The philosophy behind this program, the nature of the student who is the focus of the program, and the nature and scope of the program does not lend itself, easily, to a complete reliability of immediate results. The best analysis of the effectiveness of the program will come in the longitudinal study which will be carried out. However, we have drawn these conclusions from the 1972-73 academic year's experiences:

1. Results of data on the rating scales indicate that there was a growth of an average of 61% in the 10 basic pre-reading areas. The exact growth in each specific area is designated in Table I. These results would indicate that, given the tools, a teacher can implement a program of intervention and correction in a potential problem learner.

2. Results of data on the Metropolitan Readiness Tests indicate that the 1973 kindergarten students showed a greater overall readiness for formal reading instruction as would be implemented in first grade.

3. Teacher observation indicated that, in general, those teachers who actively and conscientiously attempted to implement suggestions, especially in classroom management, noted a greater independence on the part of the students, in both kindergarten and first grade.

4. The kindergarten and first grade staff, as a whole, are more knowledgeable and skilled in the techniques of detection, and diagnosis, and in the application of corrective techniques. Test results indicate their students have benefited from this teacher knowledge.

5. Expectations are that greater gains will be made in the coming year since many teachers commented that this year they had so much to learn; they expressed much more confidence in their ability to "do a better job next year."

6. Such a program of continuous in-service education has maximum effectiveness with the beginning teacher, or a teacher who has had no previous experience in kindergarten and first grade.

7. As a result of their cooperation in the class sessions, a committee of kindergarten and first grade teachers developed a coordinated set of reading objectives for kindergarten and first grade.

8. While not stated specifically in our objectives, a purposeful ramification of the Title III project has been the tie-in with our Title VI Learning Disabilities Program.

   Primary emphasis in the Learning Disabilities program is on the kindergarten and first grade child. In order to teach this child with any degree of effectiveness, the classroom teacher must have a knowledge of the characteristics of learning disabled children, learning modalities, and how these all relate to her task of developing pre-reading skills and/or teaching that child to read.

   Inability to communicate had been a chronic problem between the classroom teacher and the L.D. teacher during the previous academic year. That we did achieve this purposeful ramification has been exhibited in the following ways:

   a. Learning Disability teachers comment that the classroom teachers discuss the L.D. child's problem with understanding and knowledge. They can discuss problems in sensory-motor modalities and can come up with suggestions for what they can do to help this child in the classroom.

   b. The Psychometrist has stated on numerous occasions that it is much easier to talk to these teachers about the various learning problems of their students; that they discuss learning problems with knowledge and understanding. He has stated that this has made his task easier and he has felt that he has been more effective

   In summation, then, we have tied the two programs together by giving the learning disabled child special help, and by providing his classroom teacher with a background of knowledge and techniques with which she can supplement and reinforce special class activities.

9. A criticism of the program has been the amount of time the teacher has to spend in testing and the record keeping. It is felt, however, that as the teacher becomes more skilled, the testing, especially, will take less of her time.

10. In the initial phase of the program, graduate assistants were hired from the University of Missouri, Kansas City. We feel it will be more beneficial to our teachers and thus the students, if we employ a master teacher from our own system who is knowledgeable and experienced in kindergarten and first grade curriculum as an assistant in the program.

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To try to raise the reading skills of students by educating, re-educating, and/or revitalizing an entire staff of kindergarten and first grade teachers in diagnosis and prevention of reading problems, and preparing children for formal reading instruction is a prodigious task. We did not anticipate nor did we achieve complete success with every child nor with every teacher. However, we feel that we made a "beginning." We did educate some, re-educate some, revitalized others, and nopefully, caused a few to "bend" a little.

The really important factors are all those kindergarten and first grade children who have more of a chance to be successful in school and in life because of a skilled teacher.

Dissemination

Since the public does support public education, it is important that they know how funds are being used. However, the most important factor in making the public aware of our programs is that they are, as a whole, a body of parents who send their most precious possession, a child, to us, with the expectation that we will educate that child. More specifically, it is a parent who sends a child to us with the expectation that we will teach them, first and foremost, to read, to write, to understand and perform the mathematical algorithms, and to gain knowledge and understanding from the content areas. We sought to make our parents aware of our program through the media available to us. Several articles were carried in the Outlook, a publication of the school district, and the local newspaper, The Examiner, describing the contest and progress of the content and progress of the program. Staff personnel spoke to local PTA's, Kiwanis, and Rotary, concerning our federal programs. Our program was a feature on WHAT-TV on February 8, 1973. A resume of the program has been requested and forwarded to Millard Black, President of the International Reading Association, for consideration for possible inclusion in 1973-74 I.R.A. Convention in New Orleans.(See appendix A)

Project Participants

Eight eight teachers ( 83 public and 5 non-public) received instruction in the university classes. One university instructor, one graduate assistant to the instructor, five visiting consultants, five L.E.A. consultants, and one project director conducted or assisted in conduction of 15 classes and 6 workshops. Two thousand three hundred twenty eight students participated in the program. One thousand one hundred twenty two kindergarten, one thousand one hundred fifty one first grade public school children and fifty-five first grade non-public school children. Of this number six hundred thirty two received direct instruction as a result of the program, one thousand six hundred ninty six received indirect instruction.

# Appendix A

## Dissemination Examples

These first graders are using three senses as they see, hear, and feel the letter.

Combining fine motor and visual discrimination skills can require intense concentration. These first graders have been asked to discriminate between 'b' and 'd' and to write the letter the teacher asks for.

## IS THE PROGRAM WORKING -

- **Teachers tell us -**

"I am more aware of each child's needs and better able to meet his needs."

"This is my first year of teaching. This program has been of great help to me."

"The knowledge gained from the program has helped me better inform my parents in parent-teacher conferences."

"End-of-the-year test results show a marked improvement in reading readiness skills."

- **Principals tell us -**

"The program caused my teachers to take a critical look at individual children."

"I see teachers putting ideas they have gotten from the program into action in the classroom."

"My teachers made copies of the idea cards for their parents so that they might help their children at home."

- And how do the children feel? Let the faces of these children speak for them.

Our thanks to all the teachers who worked so hard. And, since this is an on-going program, we invite you, the parent, to take part in this program.

## WE WANT YOU TO KNOW ABOUT TITLE III

## TITLE III is -

- a federally funded project started in Independence in 1972-73, with a budget of $51,000.
- an in-service education program for kindergarten and first grade teachers.
- purpose: to raise and strengthen the reading skills of our students.

## HOW -

- by training teachers in methods of

detection prevention
diagnosis correction

of potential reading problems of our students.

## HOW DOES TITLE III WORK -

- **University classes designed to -**

  provide teachers with more knowledge about gross motor skills, fine motor skills, visual discrimination, visual memory, auditory discrimination, auditory memory, language development, comprehension, and social and emotional behavior, and their relationship to reading skills.

  provide teachers with techniques for detection and diagnosis of children with deficiencies in these areas.

  provide teachers with methods for prevention and/or correction of potential reading difficulties.

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- **Workshops -**

Kindergarten and first grade teachers nstructing materials and sharing ideas to lp children in their classroom.

- **In workshop sessions, teachers -**

  constructed manipulative devices to be used in their classrooms to help children develop and strengthen reading skills.

  by exchanging ideas, each teacher now has a file of approximately 500 different suggestions for developing skills in the ten basic areas.

- **Supervisory staff and assistants to -**

  observe and work with children that the teachers have identified as being potentially disabled readers.

  provide suggestions to the teacher for working with students.

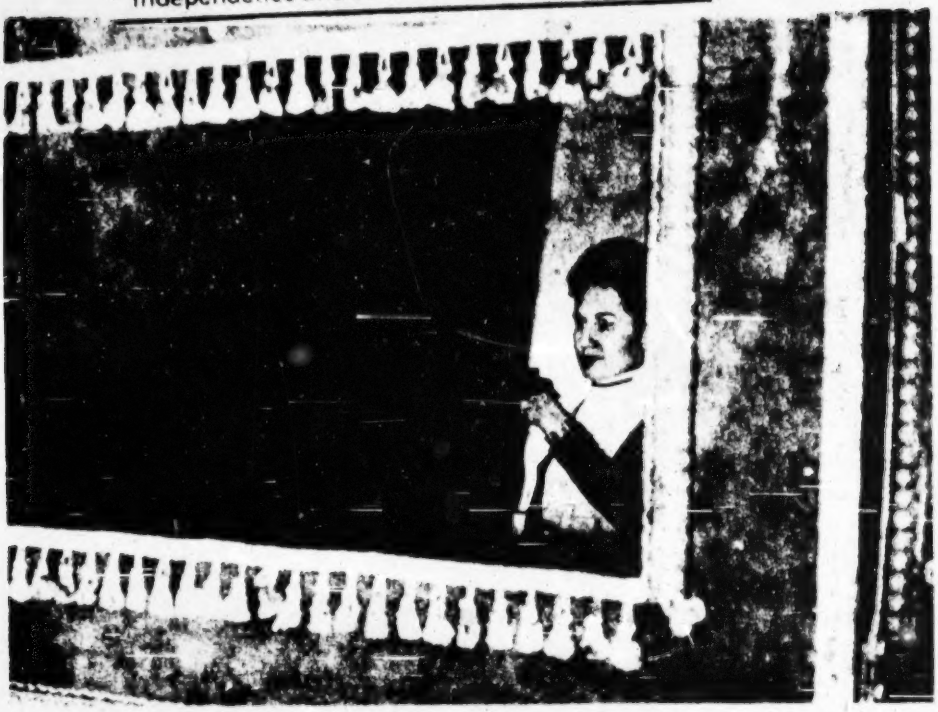
  assist in video taping examples of good classroom techniques to be used in future teacher training classes.

## HOW DOES TITLE III WORK IN THE CLASSROOM -

My friend, the Puppet, is here to say "Won't you join us in our play?" Kindergarten students are developing language by using puppets.

Expressions of intense concentration and the excitement of discovery are mirrored on the faces of these first graders as they play a learning game their teacher has constructed in the workshop.

This first grade boy is showing off his skill on the balance beam. Achieving good balance is a basic gross motor skill related to left-to-right direction necessary for reading.



PUPPET THEATRE. . .Mrs. Mary Christopher, kindergarten teacher at Columbian School sews a costume for a puppet character she uses to help her students learn. In the foreground is the puppet stage. (Examiner Staff Photos)

# Increasing Reading Skills Title III Program's Goal

Upgrading the reading skills of 2,423 elementary students in Independence was the goal of the Title III project completed last week under the auspices of the Independence school district.

Eighty-eight kindergarten and first grade teachers took part in the program which included both public and private school teachers.

Dr. John Shirk from the University of Missouri-Kansas City said the reason for the course was that the best chance for success in prevention and correction of potential reading difficulties depends on early detection.

Because the teacher is in almost constant contact with the students, she is the key in detecting probable reading failure and doing something about it. The course is designed to help teachers recognize, diagnose and treat reading problems.

Interspersed in the course are a series of workshops in manipulative items to be used in the classroom.

Class sessions have included visits from medical personnel, early childhood development experts and learning disabilities experts. These people have given teachers background information concerning children and many techniques for working with the child.

The project covered 10 areas of study and work – gross motor skills, fine motor skills, visual discrimination skills, visual memory skills, auditory discrimination skills, auditory blending and sequencing skills, auditory memory skills, comprehension skills, language concepts and development, and social and emotional behavior.

The results of the program cannot be immediately known. As children develop, the ease or difficulty with which they learn to read will be the best way to measure the success of the program, Dr. Shirk explained.

The next two years the federally funded program will train all new kindergarten and first grade teachers coming into the system.

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The following article appeared in the Independence Examiner in September, 1972

# Reading Aid Grant to Schools

A federal Title III grant will finance a reading skills project involving all Independence school system first grade and kindergarten teachers.

The $51,000 grant will be used for the 15 sessions and six workshops and will pay part of the salary of Mrs. Norrene Farley who has been named supervisor of federal and special programs and will head the program.

The project is aimed at the prevention, diagnosis, detection and correction of potential reading problems in students.

Edward Shelton, district director of instruction said 88 teachers are expected to take part in the sessions, including first grade and kindergarten teachers at St. Mary's and Messiah Lutheran schools.

Two graduate assistants from the University of Missouri-Kansas City will work part time in the district as part of the project. Dr. John E. Sherk, associate professor of education and authority on reading, will be the instructor. The tentative schedule calls for a local workshop followed by three sessions at UMKC. It will be completed at the end of January.

Teachers will receive three graduate credit hours for participating.

Shelton and Mrs. Norma Osborn, reading consultant, began preparing the prospectus for the grant about a year ago. Of the 47 districts which applied for funding, Independence was one of 13 which received funds. The district will also be awarded additional funds for the next two years as part of the three-year program.

Administrators hope it may be possible to extend the workshop to second grade teachers next year.

The course is designed to instruct teachers in how to detect early childhood reading problems and in this way prevent some of the problems appearing in higher grades.

"I think we have a good program here," said Shelton, "and I think we will see some benefits from it in just one year, but we have several years to work on it."

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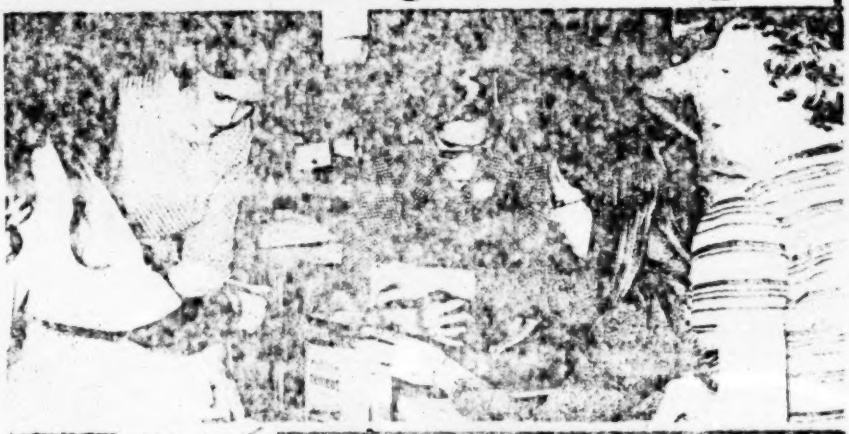
*For kindergarten, first grade*

# Teachers attend reading workshops

*Photos by Jerry Friedrich*

Kindergarten and first grade teachers are meeting in special workshop sessions to develop pre-reading skills for youngsters with reading problems. This is part of the federally funded Title III project.



## Enrollment by schools

| | |
|---|---|
| Alton | 495 |
| Benton | 571 |
| Blackburn | 84 |
| Bryant | 475 |
| Columbian | 212 |
| Glendale | 711 |
| Hawthorn | 533 |
| Luff | 523 |
| Mill Creek | 283 |
| McCoy | 359 |
| Noland | 198 |
| Oldham | 148 |
| Ott | 765 |
| Procter | 251 |
| Randall | 427 |
| Southern | 1,149 |
| Sycamore Hills | 347 |
| Spring Branch | 263 |
| Wachter | 129 |
| Young-Dekalb | 178 |
| Bridger Junior High | 1,384 |
| Palmer Junior High | 1,296 |
| Wm. Chrisman J. H. | 1,291 |
| Truman High | 1,853 |
| Wm. Chrisman High | 1,278 |

OUTLOOK

"Outlook" is the official publication of the Board of Education for the Independence, Missouri, Public Schools, 1231 South Windsor. Editorial office is the Office of Public Information, 3301 South Noland Road, Independence, Missouri 64055. Phone (816) 254-4994.

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*The reading pit at the new Sycamore Hills school leads an informal atmosphere. (Story inside)*


# OUTLOOK

Vol. 2, No. 1 | Independence, Mo. Public Schools | October, 1972


## Sevenths graders lead enrollment

Enrollment figures show the seventh grade to have the most students and kindergarten the least.

Latest figures show 8,594 enrolled in elementary grades, 3,985 in junior high, and 3,347 in senior high. Breakdown by grades is as follows:

| | |
|---|---|
| K — 1,102 | 7 — 1,3[illegible] |
| 1 — 1,176 | 8 — 1,[illegible] |
| 2 — 1,153 | 9 — 1,317 |
| 3 — 1,283 | 10 — 1,202 |
| 4 — 1,294 | 11 — 1,131 |
| 5 — 1,310 | 12 — 1,014 |
| 6 — 1,226 | |

"We must not lose sight of one of our primary goals in education: that modern education must produce humane individuals, persons who can be relied upon to pull his own weight in our society, who can be counted on to behave responsibly and cooperatively. We can live with a bad reader, *but a bigot is a danger to everyone.*"

Dr. Guy Carter
Superintendent of Schools

*Miss Darlene Robinson, Ott kindergarten, is one of the teachers attending special reading workshops. Here she works with her students in readiness reading projects which will prepare them for actual reading later on.*

Reading workshops—

## Teachers study problems

Federal monies — not local — are providing new learning experiences for Independence students, Mrs. Norrene Farley, supervisor of federal and special programs, has announced.

Monies from the Title III program allows for in-service training for kindergarten and first grade teachers. The program is designed to help teachers work close with reading problems.

"We want to identify each child who will have trouble reading. This allows the teachers to work with each child's own pace level," Mrs. Farley said.

Teachers are attending 15 class and six workshop sessions to enable them to project a child's reading skills. Dr. John Sherk, reading specialist from the University of Missouri in Kansas City, is conducting the sessions.

"We also have three graduate assistants from UMKC who are working with the teachers during the week," Mrs. Farley added.

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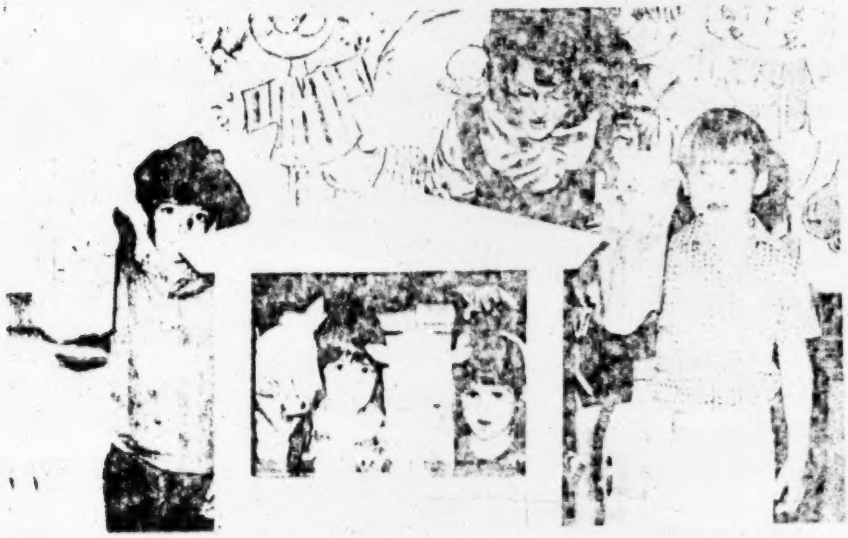
# Federal program studies develop student learning

*"End-of-the year test results show a marked improvement in reading readiness skills." Mrs. Norma Osborn, Reading Specialist.*

Students become engrossed and get the desire to learn.



Kindergarten students develop language skills by using puppets.

Using the balance beam allows this first grade to achieve good balance in relationship to left-to-right direction necessary for reading.

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